DOCUMENT RESUME

ED 083 286 TM 003 249

AUTHOR	Binkley, Ed; And Others
TITLE	Study of School Suspensions, 1971-1972.
INSTITUTION	Nashville - Davidson County Metropolitan Public Schools, Tenn.
PUB DATE	Dec 72
NOTE	39p.; DIR-1
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Data Collection; Intermediate Grades; Kindergarten; Primary Grades; *Questionnaires; *School Surveys; Secondary Grades; Statistical Analysis; *Student Behavior; *Student Characteristics; *Suspension; Tables (Data)
IDENTIFIERS	*Nashville Metropolitan Public Schools

ABSTRACT

To obtain information regarding selected characteristics of suspended students in the Metropolitan Nashville Schools during 1971-72, a 17-item questionnaire was sent to principals of the various schools, of which 2,246 answers were used in the data analysis. The results of the analysis are tabulated and discussed in relation to each item. In summary, the data showed that: most of the suspended students were still attending the same school; most causes for suspension were either attendance-related or behavior-related; incidents leading to suspension occurred in classrooms, hallways, restrooms, and school grounds; most cases did not involve legal measures; the frequency of problems varied according to the grade level group (K-6, 7-9, 10-12); the majority of the students had not repeated a grade; the majority were passing most or all of their subjects; the majority had little or no meaningful extracurricular involvement in the school program; the vast majority had never been transferred as a means of improving school adjustment; transferring students was somewhat effective in about half of the transferred cases; a majority of the students were ranked in the bottom three stanines with respect to reading and mathematics achievement; approximately 40% were ranked in the bottom three standines with respect to academic aptitude; the behavior of about half had improved greatly; and the majority of the students were in grades 7-9. Appendixes provide: Summary of Student Information File; Frequency of Responses Grouped by Grade Level, Race, and Sex; Questionnaire Cover Letter; and Student Suspension Questionnaire. (For related document, see TM003 250.) (DB)

FILMED FROM BEST AVAILABLE COPY

ED 083286

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

department of RESEARCH & EVALUATION

STUDY OF STUDENT SUSPENSIONS

1971-72

TM003 249
003 250

METROPOLITAN BOARD OF EDUCATION

C. R. Dorrier, Chairman
Frank P. Grisham, Vice-Chairman
W. W. Benz, Jr.
L. C. Biggs
Isaiah T. Creswell
Mrs. Irwin B. Eskind
Walden S. Fabry
W. J. Harbison
Mrs. C. F. Mager

Dr. Elbert D. Brooks, Director of Schools

TASK FORCE ON DISCIPLINE

Dr. James A. Burns, Chairman
Mr. Edward Adelman
Mrs. Grace Batson
Mr. Carmon Mel Brown
Mr. Harry Brunson
Mr. Dan Covington
Mrs. F. S. Curran
Major George H. Currey
Dr. Virginia Dobbs
Mr. Jeff Duncan
Miss Victoria Jackson
Mrs. Joe Kott
Miss Diedre Lanier
Mr. Milton McClain
Mr. H. A. McClaron
Mr. Erlon Puckett
Mr. Alonzo Randalls
Miss Linda Shepherd
Mr. Stan Snodgrass
Mr. Merl Susmilch
Dr. Dana Swick
Mrs. Thelma Tears
Mr. Edmond Tipton
Mr. Kurt Wallace
Dr. Charles Watts
Mr. Joseph C. White
Miss Carol Wick
Mrs. Kathy C. Woodall

Mrs. Mildred S. Settles,
Secretary

ED 083286

TM 003 249

Department of

RESEARCH & EVALUATION

STUDY OF STUDENT SUSPENSIONS

1971-1972

by

Ed Binkley, Ed.D.

Richard Hooper, M.A.

Charles Babb, Ed.D.

Metropolitan Public Schools

Nashville, Tennessee

December 1972

TABLE OF CONTENTS

		Page
PROCEDURE		1
RESULTS		4
SUMMARY OF RESULTS		16
DISCUSSION		18
REFERENCES		20
APPENDIXES		
Appendix A	Summary of Student Information File	21
Appendix B	Frequency of Responses Grouped by Grade Level, Race, and Sex	23
Appendix C	Questionnaire Cover Letter	30
Appendix D	Student Suspension Questionnaire	33

LIST OF TABLES

Table		Page
1.	Percentage of Responses to Question 1: Is this student still in your school?	4
2.	Percentage of Responses to Question 2: What was the major cause for suspension?	5
3.	Percentage of Responses to Question 3: Where did the infraction occur?	6
4.	Percentage of Responses to Question 5: Frequency of disciplinary problems?	7
5.	Percentage of Responses to Question 6: Has student repeated a grade?	8
6.	Percentage of Responses to Question 7: Is student presently passing all subjects?	8
7.	Percentage of Responses to Question 8: Involvement in extra-curricular activities?	9
8.	Percentage of Responses to Question 11: Level of Reading Achievement?	10
9.	Percentage of Responses to Question 13: Level of Math Achievement?	12
10.	Percentage of Responses to Question 15: What is the student's level of Academic Aptitude?	14
11.	Percentage of Responses to Question 17: Student's behavior since he was last suspended?	15

SURVEY OF STUDENT SUSPENSIONS IN THE METROPOLITAN NASHVILLE PUBLIC SCHOOLS - 1971-72

In response to the mounting concern over the number of student suspensions the Department of Research and Evaluation, in late April 1972, began preparing items to be included in a Suspension Questionnaire which would be completed by school personnel on each student suspended during the school year 1971-72. After receiving comments and suggestions from Central Office Personnel, Area Superintendents, Principals, Guidance Counselors, and the Task Force on Discipline a set of relevant questions was agreed upon in early May, 1972.

PROCEDURE

To facilitate the data collection, the questions were overprinted on a general purpose answer sheet for use on the Optical Scanning Corporation machine in the Data Processing Department of the Metropolitan Schools. (See Appendix D) The names of each student suspended at least once during the current school year were drawn from the memory of the IBM 360 computer. With the name and other pertinent information on the student pre-printed on the answer sheets, the principal, teacher or guidance counselor at each school in the district responded to the questions and returned the gridded answer sheets to the Department of Research and Evaluation.

It soon became evident that there were several sources of errors with which to contend. Many principals requested blank answer sheets since the computer had not printed the names of some students who had actually been suspended. On the other hand, there were 477 pre-printed answer sheets which were returned with the note: "This student has <u>never</u> been suspended." This brought into focus the seriousness of the problems of maintaining and retrieving accurate information. It was serious from the standpoint that

the computer input was erroneous in two directions; i.e., indicating suspensions that never occurred and omitting suspensions that were real.

Corrective measures were taken to assure the most accurate reporting possible. High priority should be given to task of correcting errors already existing, as well as developing procedures that will prevent the recurrence of similar mistakes, regardless of whether the sources of errors are teachers, programmers, the optical scanner, or the computer.

As well as the previously mentioned difficulties, it was apparent from the responses of many principals that many of the suspended students moved from one school zone to another compounding the difficulty in keeping records on previous suspensions. (See Table 1)

After all the answer sheets were returned, the analysis of data began. Using the item analysis program on the Digitek Optical Scanning Machine, various programs on the Olivetti-Underwood Programmer 100 desk computer, and statistical analysis programs on the IBM computer, the analysis of data continued through the summer months.

After eliminating a few answer sheets that had been returned with several items of missing data, the total number of answer sheets in the analysis was 2,246. This was the number of students who were suspended, many of whom were suspended more than once during the year. The office of Dr. Virginia Dobbs, Director of Pupil Personnel Services, had kept a record of the number of <u>suspensions</u> that were reported during the year. (When a student is suspended, the principal must send a form to Dr. Dobbs' office). The number reported here was 4,529. The apparent discrepency can be accounted for by taking into account the large number of multiple suspensions. Specifically, 71% of the <u>suspended</u> students were suspended only once; 18% of the suspended students were suspended twice;7% were suspended three times; 2%, four times; and 2%, five or more times.

Refer to Appendix A, Summary of the Student Information File, for a frequency distribution of student-related information drawn from the permanent computer information system. Appendix B, Summary of Results of the Suspension Questionnaire, contains the questionnaire item frequencies grouped by grade level, race, and sex. Appendix C contains the questionnaire cover letter from Dr. Elbert Brooks, Director of Schools. A copy of the Student Suspension Questionnaire is found in Appendix D.

RESULTS

Question 1: Is this student still in your school?

As Table 1 shows, the majority of those who were suspended in the Metropolitan Nashville Schools in 1971-72 were still attending the same school at the time of the survey. In the total sample, approximately 81% were still attending the school where the suspension had occurred. Approximately 8% of those suspended had dropped out of school while 2% had been excluded from returning. Table 1 also shows proportionately more suspended high school students had dropped out of school than the two other grade-level groups.

TABLE 1

Percentage of Responses to Question 1: Is this student still in your school?

	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
YES	79	81	80	77	81
No, dropped out	1	5	14	6	8
No, transferred out of system	0	5	1	7	4
No, transferred within system	13	5	2	7	4
No, excluded	6	2	1	3	2
No Response	1	2	1	0	1

Question 2: What was the major cause for suspension?

Although the percentage of responses differed according to grade-level groups, the major causes for suspension in the total sample were behavior-related, attendance-related and disorderly conduct. As shown in Table 2, behavior-related causes--refusing to obey or take punishment, being disrespectful, disturbing classes, or using profane or indecent language--

received the highest percentage of responses in the K-6 grade-level groups as well as in the total sample. At the high school level, the major reasons were attendance-related--cutting class, truancy or tardiness. Approximately 80% of the suspensions in the total sample were either behavior or attendance related, including disorderly conduct.

TABLE 2

Percentage of Responses to Question 2: What was the major cause for suspension?

	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
Attendance-related	6	17	49	13	28
Behavior-related	48	39	22	45	34
Smoking	0	8	7	0	7
Disorderly conduct	30	21	13	30	19
Stealing	2	4	1	3	3
Drug-related	2	2	2	1	2
Possession/use of weapon	4	1	1	2	1
Other	6	3	1	2	2
No Response	2	5	4	2	4

Question 3: Where did the infraction occur that led to suspension?

In each of the three grade-level groups, the classroom was the most frequently-mentioned location for incidents leading to subsequent suspension. Hallways, outside school grounds, and restrooms were the other locations in the total sample where such incidents frequently occurred. Table 3 reports the distribution of responses for all of the locations specifically mentioned in the survey.

TABLE 3

Percentage of Responses to Question 3: Where did the infraction occur?

	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
Auditorium	0	1	1	0	1
Bus	11	2	1	9	2
Cafeteria	2	4	3	3	3
Car	0	0	0	0	0
Classroom	55	46	33	51	42
Extra-curricular event	0	0	0	0	0
Gym	2	3	2	2	2
Hall	12	16	13	10	15
Office	1	2	4	2	3
Library	0	0	0	0	0
Restroom	1	10	6	7	8
School grounds	12	2	13	7	7
Study Hall	0	0	0	0	0
Other	1	7	20	5	12
No Response	2	6	5	2	5

Question 4: Were legal measures involved?

Responses to Question 4 indicated that in approximately 90% of the suspension cases, no legal measures were involved.

Question 5: Frequency of disciplinary problems?

The responses to Question 5 regarding the frequency of disciplinary problems appeared to be rather generally distributed throughout the six

different alternatives on the questionnaire in the total sample. The heaviest concentration of responses ranged from once or twice per week to very rarely. Only 9% of the responses in the total sample reported disciplinary problems which occurred every day. An exception to the general trend, however, was noticed in the K-6 grade-level group: approximately 38% in this group reported problems which occurred every day. Table 4 reports the percentage frequency of problems reported in the survey.

TABLE 4

Percentage of Responses to Question 5: Frequency of disciplinary problems?

	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
Everyday	38	9	4	22	9
3 days/week	13	11	5	15	9
Once, twice/week	14	19	12	17	16
Every few weeks	13	25	20	22	23
Every few months	6	15	20	10	16
Very rarely	12	16	33	9	22
No Response	4	6	5	3	5

Question 6: Has student repeated a grade?

As shown in Table 5, the majority of those students who had been suspended had not repeated a grade.

TABLE 5

Percentage of Responses to Question 6: Has student repeated a grade?

	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
First grade	10	10	3	14	7
Second, Third	13	7	4	13	7
Fourth, Fifth, Sixth	4	6	2	8	4
Seventh, Eighth	1	6	4	3	5
Ninth-Twelfth	0	1	16	1	7
No	73	71	71	60	71

Question 7: Is student presently passing all subjects?

In the total sample, approximately 70% of the students who had been suspended were passing at least half of their subjects at the time of the survey. Only 9% appeared to be failing all of their subjects. Table 6 reports the results.

TABLE 6

Percentage of Responses to Question 7: Is student presently passing all subjects?

	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
Passing all	27	30	38	38	33
Passing most	26	27	28	19	27
Passing half	14	10	6	7	9
Passing few	13	14	10	7	12
Passing none	6	10	7	15	9
No Response	13	9	10	14	10

Question 8: Extent of involvement in extra curricular activities?

In the total sample, almost 75% of the students had little or no involvement in any meaningful extra-curricular activities. Table 7 shows only 3% had significant involvement.

TABLE 7

Percentage of Responses to Question 8: Involvement in extra-curricular activities?

	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
Much	4	3	2	6	3
Some	20	11	9	12	11
Little	21	27	2.	7	25
None	40	47	49	67	48
No Response	14	11	18	8	13

Question 9: Has the student ever been transferred as a means of improving adjustment?

Approximately 83% in the total grade-level group responded "no". Only 4% replied "yes" while 13% gave no response.

Question 10: Was this transfer effective?

The transfer was effective in improving school adjustment for 39 out of the 84 students who were transferred. Thus the policy of transferring suspended students to another school was at least somewhat effective in 46% of the times it was used.

Question 11: Please give student's level of Reading Achievement. Indicate stanine level from records or best professional estimate.

Question 12: Please indicate source of information for item 11.

TABLE 8

Percentage of Responses to Question 11: Level of Reading Achievement?

	Stanine	K - 6 n=86 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
Above Average	9	0	1	1	2	1
	8	1	1	2	1	2
	7	5	2	4	0	3
Average	6	7	4	11	1	7
	5	13	9	15	0	11
	4	8	13	20	7	15
Below Average	3	30	23	19	27	22
	2	17	26	9	30	20
	1	11	13	9	22	11
No Response		8	8	11	9	9
Average* Stanine		3.5	3.2	3.9	2.5	3.4
Approximate** Average Percentile		25th	20th	30th	10th	25th

*Do not confuse with average grade level.

**For converting stanines to percentiles, consult Test Scores and What They Mean, Howard B. Lyman, Prentice-Hall, Inc., 1971.

Question 13: Please give student's level of Math Achievement. Indicate stanine level from records or best professional estimate.

Question 14: Please indicate source of information for item 13.

In the total sample, approximately one-half of the students who had been suspended were in the bottom three stanines in both Reading and Math Achievement. Only 6% were reported to be in the top three stanines in Reading and only 3% in Math Achievement. Each of the average stanines for the grade level groups for both Reading and Math was well below five. Special education students exhibited the lowest average stanine scores*(2, Reading; 2.6, Math), while high school students (10-12) had the highest average stanine scores (3.9, Reading; 4.3, Math). The conversion of average stanine scores to approximate average percentile scores revealed that all grade level groups scored below the 40th percentile. Special education students were in the 10th percentile in both Reading Achievement and Mathematics Achievement, while high school students ranked in the 30th and 40th percentiles in Reading and Mathematics.

In each subject matter area, there were few differences among grade-level groups. Approximately three-fourths of those surveyed reported that the major source of information for determining the pupil's Reading and Math rank was pupil records. Only 20% indicated that they used professional estimates. Table 8 gives the percentage distribution of responses relating to Reading and Table 9 does the same for Mathematics.

*Do not confuse with average grade level.

TABLE 9

Percentage of Responses to Question 13: Level of Math Achievement?

	Stanine	K - 6 n=86 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
Above Average	9	0	0	0	3	0
	8	1	1	1	0	1
	7	6	2	3	0	2
Average	6	6	4	8	1	5
	5	13	10	16	1	12
	4	12	15	19	9	16
Below Average	3	26	27	19	27	24
	2	10	21	9	24	17
	1	17	13	13	26	13
No Response		10	8	11	8	9
Average* Stanine		3.5	3.7	4.3	2.6	3.9
Approximate** Average Percentile		25th	28th	40th	10th	30th

Question 15: Please give student's level of Academic Aptitude (IQ). Indicate stanine level from records or best professional estimate.

Question 16: Please indicate source of information for item 15.

*Do not confuse with average grade level

**For converting stanines to percentiles, consult Test Scores and What They Mean, Howard B. Lyman, Prentice-Hall, Inc., 1971.

The distribution of responses regarding the suspended student's level of Academic Aptitude was similar to the distribution for Reading and Math Achievement. Approximately 40% were ranked in the bottom three stanines. Few differences were noted among grade-level groups, as shown in Table 10. Again, the major source of information for Question 15 was reported to be pupil records. Only 22% indicated they used professional estimates to determine stanine ranking.

TABLE 10

Percentages of Responses to Question 15: What is the student's level of Academic Aptitude?

Stanine	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
9	0	1	0	3	1
8	4	2	2	0	2
7	2	3	5	0	4
6	8	6	13	0	8
5	19	14	19	0	15
4	11	19	23	5	19
3	19	23	17	30	21
2	18	17	5	28	13
1	7	6	3	26	6
No Response	12	9	14	8	11
Average* Stanine	3.9	3.7	3.5	2.4	3.6
Approximate** Average Percentile	30th	28th	25th	10th	28th

*Do not confuse with average grade level.
**For converting stanines to percentiles, consult Test Scores and What They Mean, Howard B. Lyman, Prentice-Hall, Inc., 1971.

Question 17: Student's behavior since he was last suspended?

Approximately 50% in the total sample reported that the student's behavior, since he was last suspended, had either improved greatly or had improved. Approximately 6% reported that the student's behavior had either worsened greatly or had worsened to some extent. No change was reported in 34% of the suspension cases. Table 11 reports the results.

TABLE 11

Percentage of Responses to Question 17: Student's behavior since he was last suspended?

	K - 6 n=84 %	7 - 9 n=1258 %	10 - 12 n=818 %	Spec. Ed. n=86 %	Total n=2246 %
Improved greatly	7	10	9	7	9
Improved	48	40	44	35	41
No change	31	33	35	47	34
Worsened	4	5	5	3	5
Worsened greatly	1	2	0	0	1
No response	10	11	7	8	9

SUMMARY OF RESULTS

1. The majority of the students who had been suspended during 1971-72 in Metropolitan Nashville Schools were still attending the same school at the time of the survey (late spring, 1972).

2. Most of the incidents leading to suspension appeared to be the result of a cluster of causes. Within survey definitions, most of the causes were either attendance-related or behavior-related including disorderly conduct. There were noticeable differences among the three grade-level groupings.

3. The major locations for incidents leading to suspension were classrooms, hallways, restrooms, and school grounds.

4. Most of the suspension cases did not involve legal measures.

5. The frequency of disciplinary problems exhibited by the student varied according to grade-level group. In the total sample, the majority of responses ranged from every few weeks to very rarely.

6. The majority of the suspended students had not repeated a grade.

7. The majority of the suspended students were passing most or all of their subjects at the time of the survey.

8. The majority of the suspended students had little or no meaningful extra-curricular involvement in the school program.

9. The vast majority of the suspended students had never been transferred as a means of improving school adjustment.

10. Transferring students to improve school adjustment was at least somewhat effective in about half the transferred cases.

11. A majority of the suspended students were ranked in the bottom three stanines with respect to Reading Achievement and Mathematics Achievement (as determined by pupil records or a professional estimate).

12. Approximately 40% of the students were ranked in the bottom three stanines with respect to Academic Aptitude (as determined by pupil records or a professional estimate).

13. The behavior of about half of the reported suspended students had improved greatly. Another 34% reported no change. Only 6% of the sample reported that behavior had worsened or worsened greatly.

14. The majority (56%) of the suspended students were in grades 7 - 9, 36% of the suspended students were in grades 10 - 12, 4% were in grades K - 6, and 4% were in ungraded Special Education classes.

DISCUSSION

The present study was designed to obtain information regarding selected characteristics of suspended students in the Metropolitan Nashville Schools during 1971-72. The analysis of results which was presented in preceding pages allows few definitive conclusions to be drawn. It was not surprising to find that the survey results indicated that the suspended student was not meeting with general school success, at least as defined by school standards. No such documentation was needed however, since the literature on anti-social behavior, drop-outs, etc., demonstrated a correlation between lack of school success and subsequent behavioral difficulties. Aside from low academic aptitude and achievement, variables such as poor family relationships and low social-economic background are frequently related to the overall profile of the student in trouble. Since the present study did not explore additional factors such as these, they may be of interest to future investigators who are interested in student suspension.

The current study also did not pursue questions related to personality characteristics of the students suspended in Metropolitan Nashville Schools. Do the students who exhibit antisocial behavior generally have negative self-images? Do they feel unimportant or unsuccessful? In what ways do they not relate to school objectives or activities? Ultimately, individual responsibility, socialized behavior, and self control spring from a person's having developed a stake in his school and good feelings about himself, his family, his friends, and others in his environment. Since many of the incidents leading to suspension occurred in classrooms, it may be of future interest to explore teacher perceptions of selected personality characteristics of these students.

Principals usually turn to suspension as a last resort in maintaining discipline in the schools. While the behavior of approximately 50% of the suspended students improved at least somewhat, 34% reported "no change", and 6% reported that it worsened following the suspension, thus indicating that at least 40% of the suspended students might need alternative solutions to their behavior problems. Whether suspensions help or hinder the future behavior of the suspended student, it may be argued that by removing the disruptive student, the learning environment improved for other students, and thus, the use of suspension can be further justified. However, much more attention needs to be given to seeking more satisfactory alternatives to suspensions both for the good of the individual in trouble and the groups from which he comes.

The number of suspension cases in Nashville Schools has risen each year for several years. According to the Department of Pupil Personnel Services, in 1967-68, 1384 suspensions were reported. In 1971-72, 4529 were reported. This fact alone may be one of the most significant features of the available data for this study. However, as noted earlier, these figures represent unique individual suspensions while the survey findings represent students who were suspended (29% of which were suspended more than once).

Perhaps a comprehensive review of the system's suspension procedures should be completed soon and some alternative solutions be sought to supplement existing ideas. Recent court decisions have required extensive modifications of suspension procedures, even to the point of giving access to parents of the child's school records and of providing alternative forms of schooling while the child is on suspension. Certainly, the general focus of the public on disciplinary procedures in schools suggests a continued, close analysis of the efficiency of pupil suspensions.

REFERENCES

Lyman, Howard B., Test Scores and What They Mean. Englewood Cliffs: Prentice-Hall, Inc., 1971.

"Model Discipline Code". Education U.S.A., October 2, 1972, P. 25.

Silberberg, Norman E., "School Achievement and Delinquency". Review of Educational Research, February, 1971, Pp. 17-33.

Appendix A

Summary of Student Information File

Data Summary with Percentages

Category	Number students	% of total suspensions
Total students in Metro Schools	86,979	---
Total students suspended	2,246	100%
Suspended students, by grades:		
K - 6	84	4%
7 - 9	1,258	56%
10 - 12	818	36%
Special Education	86	4%
Suspended students, by race:		
White	1,184	53%
Black	1,062	47%
Suspended students, by sex:		
Male	1,561	70%
Female	685	30%
Single vs. Multiple Suspensions		
Students suspended once	1,589	71%
Students suspended more than once	657	29%
Suspended students who were bus eligible	1,505	67%

Appendix B

Frequency of Responses Grouped by Grade Level, Race, and Sex

FREQUENCIES OF RESPONSES GROUPED BY GRADE LEVEL, RACE, AND SEX

A. Number of suspended students per grade level

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Sp. Edu.	Group Totals (excl. Sp. Edu.)
Black, male	0	1	1	8	3	12	21	86	162	135	125	88	50	"	692
Black, female	0	0	0	1	2	1	8	52	110	54	34	26	20	"	308
White, male	0	1	0	1	2	6	12	114	129	192	133	127	82	"	799
White, female	0	1	0	0	0	0	3	31	79	114	51	46	36	"	361
Totals	0	3	1	10	7	19	44	283	480	495	343	287	188	86	Grand Total (incl.Sp.Edu.) 2246

B. Number of students suspended a given number of times

		Number of times suspended	1	2	3	4	5	6	7	8	Ave. No. of Suspensions per Student
I. K-6	Black, male		35	10	1						1.3
	Black, female		8	4							1.3
	White, male		18	4							1.2
	White, female		2	2							1.5
II. 7-9	Black, male		241	73	40	13	8	3	3	2	1.7
	Black, female		142	46	17	7	3	1			1.5
	White, male		315	68	30	16	3	2	1		1.5
	White, female		163	38	15	5	2	1			1.4
III. 10-12	Black, male		183	44	24	6	0	6			1.5
	Black, female		56	14	4	3	3				1.5
	White, male		260	59	18	1	4				1.3
	White, female		107	17	8	1					1.3
IV. Special Education			59	14	7	3	3				1.6

FREQUENCIES OF RESPONSES GROUPED BY GRADE LEVEL, RACE, AND SEX (continued)

	K-6 (n = 84)				7-9 (n = 1258)				10-12 (n = 818)				Sp. Edu. (n = 86)	
	Black		White		Black		White		Black		White		all groups	Total
	M	F	M	F	M	F	M	F	M	F	M	F	combined	(n = 2246)
1. Is this student still in your school?														
a) Yes	37	11	16	2	313	187	336	186	193	62	284	116	66	1809
b) No, dropped out of school	0	0	0	1	15	7	31	7	45	13	47	11	5	182
c) No, transferred out of system	0	0	0	0	20	4	26	13	3	0	5	4	6	81
d) No, transferred to another school in Metro	7	1	2	1	18	15	22	7	10	3	3	2	6	97
e) No, excluded from school	2	0	3	0	10	2	10	5	8	1	2	0	3	46
f) No response	0	0	1	0	7	1	10	6	4	1	1	0	0	31
2. What was the major cause of the latest suspension?														
a) Attendance related	4	0	1	0	39	26	74	81	105	31	177	91	11	640
b) Behavior related	20	7	12	1	178	106	147	65	73	27	69	11	39	755
c) Smoking	0	0	0	0	7	3	62	25	1	0	37	17	0	152
d) Disorderly conduct	18	4	3	0	111	44	88	24	42	17	43	5	26	425
e) Stealing and/or extortion	1	0	1	0	21	15	13	1	10	0	1	1	3	67
f) Drug related	0	0	2	0	1	0	11	8	7	1	8	2	1	41
g) Possession or use of weapon	2	0	0	1	4	1	12	0	4	0	1	1	2	28
h) Other	1	1	2	1	7	9	8	8	4	0	1	2	2	46
i) No response	0	0	1	1	15	12	20	12	17	4	5	3	2	92
3. Where did the infraction occur that led to the latest suspension?														
a) Auditorium	0	0	0	0	3	1	3	0	3	0	4	1	0	15
b) Bus	4	0	3	2	6	3	9	4	7	0	1	1	8	48
c) Cafeteria	1	0	1	0	17	4	22	7	8	5	7	3	3	78
d) Car	0	0	0	0	1	0	1	0	0	0	2	0	0	4
e) Classroom	29	9	7	1	216	122	159	76	94	32	109	38	44	936
f) Extra-curricular event	0	0	0	0	3	1	1	0	0	0	0	0	0	5
g) Gym	0	1	1	0	11	9	10	7	8	0	6	1	2	56
h) Hall	8	1	1	0	62	49	61	35	48	12	30	13	9	329
i) Office	0	0	1	0	5	3	16	0	7	8	12	3	2	57
j) Library	0	0	0	0	1	0	0	1	1	0	0	0	0	3
k) Rest room	1	0	0	0	11	6	74	36	3	0	30	13	6	180
l) School grounds	3	1	6	0	9	0	14	8	32	3	54	16	6	152

FREQUENCIES OF RESPONSES GROUPED BY GRADE LEVEL, RACE, AND SEX (continued)

	K-6 (n = 84)				7-9 (n = 1258)				10-12 (n = 818)				Sp. Edu. (n = 86)	Total
	Black		White		Black		White		Black		White		all groups	(n = 2246)
	M	F	M	F	M	F	M	F	M	F	M	F	combined	
3. Where did the infraction occur that led to the latest suspension? (continued)														
m) Study hall	0	0	0	0	0	0	1	1	0	0	0	0	0	2
n) Other	0	0	1	0	19	6	34	32	32	14	79	38	4	259
o) No response	0	0	1	1	19	12	30	17	20	6	8	6	2	122
4. Were legal measures involved in this incident?														
a) Yes	1	0	0	0	11	5	19	21	18	3	32	7	6	123
b) Being considered	0	0	0	0	3	0	1	0	0	0	1	1	1	7
c) No	45	12	21	3	356	201	396	190	226	70	300	121	77	2018
d) No response	0	0	1	1	13	10	19	13	19	7	9	4	2	98
5. Please indicate the frequency with which this student exhibits disciplinary problems.														
a) Everyday	22	4	5	1	36	17	42	16	15	2	13	3	19	195
b) At least three days a week	6	0	5	0	52	22	51	17	21	4	12	4	13	207
c) Once or twice a week	10	1	1	0	73	49	74	41	38	6	52	4	15	364
d) At least every few weeks	4	3	4	0	94	56	104	58	58	14	70	24	19	508
e) At least every few months	1	2	2	0	59	26	67	36	46	17	68	32	9	365
f) Very rarely	2	2	4	2	53	34	69	41	67	30	115	60	8	487
g) No response	1	0	1	1	16	12	28	15	18	7	12	6	3	120
6. Has the student repeated a grade or subjects in school? Please indicate which grade(s).														
a) First grade	5	1	2	0	37	21	49	13	4	3	12	2	12	161
b) Second or Third	6	1	4	0	38	16	27	7	15	2	19	0	11	146
c) Fourth, Fifth, or Sixth	1	0	2	0	34	7	24	5	13	1	4	0	7	98
d) Seventh or Eighth	1	0	0	0	31	9	23	7	10	0	20	1	3	105
e) Ninth, Tenth, Eleventh, or Twelfth	0	0	0	0	5	0	12	1	29	9	76	19	1	152
f) No response	33	10	14	4	238	163	300	191	192	65	211	111	52	1584

FREQUENCIES OF RESPONSES GROUPED BY GRADE LEVEL, RACE, AND SEX (continued)

	K-6 (n = 84)				7-9 (n = 1258)				10-12 (n = 818)				Sp. Edu. (n = 86)	
	Black		White		Black		White		Black		White		all groups	Total
	M	F	M	F	M	F	M	F	M	F	M	F	combined	(n = 2246)
7. Is student presently passing all his subjects?														
a) Passing all	8	4	10	1	78	80	129	93	69	33	128	81	33	747
b) Passing most	13	4	4	1	109	62	103	70	67	21	108	32	16	610
c) Passing half	9	1	2	0	47	27	44	13	23	3	20	7	6	202
d) Passing few	9	1	1	0	66	24	59	21	37	5	35	4	6	268
e) Passing none	2	0	3	0	49	8	57	6	30	3	27	1	13	199
f) No response	5	2	2	2	34	15	43	21	37	15	24	8	12	220
8. To what extent is the student meaningfully involved in school extra-curricular activities?														
a) Much	1	0	2	0	19	9	10	6	9	1	4	0	5	66
b) Some	9	3	4	1	42	32	46	22	21	5	34	16	10	245
c) Little	10	3	4	1	126	69	96	52	57	14	86	29	6	553
d) None	20	4	10	0	146	82	244	117	120	38	177	63	58	1079
e) No response	6	2	2	2	50	24	39	27	56	22	41	25	7	303
9. Has student ever been transferred to another school as a means to improve his school adjustment?														
a) Yes	4	1	2	0	14	5	14	8	13	2	8	4	9	84
b) No	42	9	17	3	325	193	366	191	181	57	294	107	71	1856
c) No response	0	2	3	1	44	18	55	25	69	21	40	22	6	306
10. If answer to number 9 was Yes, was the transfer effective?														
a) Very effective	1	0	0	0	0	2	0	1	0	1	1	0	2	8
b) Somewhat effective	1	0	0	0	7	3	9	2	4	0	3	0	2	31
c) Not effective	0	1	2	0	7	2	5	4	5	0	1	0	6	33
d) No response	44	11	20	4	369	209	421	217	254	79	337	133	76	2174

FREQUENCIES OF RESPONSES GROUPED BY GRADE LEVEL, RACE, AND SEX (continued)

	K-6 (n = 84)				7-9 (n = 1258)				10-12 (n = 818)				Sp. Edu. (n = 86)	
	Black		White		Black		White		Black		White		all groups	Total
	M	F	M	F	M	F	M	F	M	F	M	F	combined	(n = 2246)
11. Please give student's level of Reading achievement. Indicate stanine level.														
a) Stanine 1	8	0	1	0	81	28	28	21	38	9	20	5	19	258
b) Stanine 2	9	3	2	0	115	74	104	30	28	14	29	4	26	438
c) Stanine 3	17	3	5	0	96	63	90	39	69	13	55	16	23	489
d) Stanine 4	2	1	3	1	32	23	72	40	51	12	73	26	6	342
e) Stanine 5	4	1	6	0	14	9	56	38	16	9	71	28	0	252
f) Stanine 6	2	1	2	1	4	1	23	27	15	3	44	24	1	148
g) Stanine 7	2	1	0	1	3	2	15	7	1	3	16	10	0	61
h) Stanine 8	0	0	1	0	2	3	9	2	1	1	9	5	1	34
i) Stanine 9	0	0	0	0	0	0	4	3	0	0	4	3	2	16
j) No response	2	2	2	1	36	13	34	17	44	16	21	12	8	208
12. Please indicate source of information for item 11.														
a) Pupil's records	33	4	14	0	300	175	308	165	148	49	257	95	46	1594
b) Professional estimate	11	6	6	3	48	28	93	43	71	15	63	27	32	445
c) No response	2	2	2	1	35	13	34	16	44	16	22	12	8	207
13. Please give student's level of Math achievement. Indicate stanine level.														
a) Stanine 1	10	3	1	0	82	29	34	14	46	17	33	9	22	300
b) Stanine 2	5	1	2	0	82	49	90	44	34	9	25	9	21	371
c) Stanine 3	14	2	5	1	107	70	107	51	67	17	49	19	23	532
d) Stanine 4	7	0	3	0	46	38	71	36	40	12	83	22	8	366
e) Stanine 5	2	3	6	0	22	10	55	38	21	4	68	35	1	265
f) Stanine 6	1	1	2	1	3	2	26	17	9	2	34	20	1	119
g) Stanine 7	3	0	1	1	1	3	11	5	1	3	18	5	0	52
h) Stanine 8	1	0	0	0	2	2	6	3	1	0	6	2	0	23
i) Stanine 9	0	0	0	0	0	0	1	0	0	0	3	1	3	8
j) No response	3	2	2	1	38	13	34	16	44	16	23	11	7	210

FREQUENCIES OF RESPONSES GROUPED BY GRADE LEVEL, RACE, AND SEX (continued)

	K-6 (n = 84)				7-9 (n = 1258)				10-12 (n = 818)				Sp. Edu. (n = 86)	
	Black		White		Black		White		Black		White		all groups	Total
	M	F	M	F	M	F	M	F	M	F	M	F	combined	(n = 2246)
14. Please indicate source of information for item 13.														
a) Pupil's record	33	5	14	0	294	178	309	167	150	49	255	94	47	1595
b) Professional estimate	10	5	6	3	51	25	93	41	69	15	64	27	32	441
c) No response	3	2	2	1	38	13	33	16	44	16	23	12	7	210
15. Please give the student's level of Academic Aptitude (IQ). Indicate stanine level.														
a) Stanine 1	3	2	1	0	45	17	10	8	16	4	5	0	22	133
b) Stanine 2	10	1	1	3	79	37	73	20	24	6	9	3	24	290
c) Stanine 3	12	2	2	0	100	75	91	27	73	12	38	16	26	474
d) Stanine 4	5	0	4	0	75	41	83	38	57	20	88	20	4	435
e) Stanine 5	5	4	7	0	37	18	71	47	31	9	82	35	0	346
f) Stanine 6	3	0	4	0	5	9	27	32	19	10	45	30	0	184
g) Stanine 7	1	1	0	0	0	2	26	16	1	3	27	8	0	85
h) Stanine 8	2	0	1	0	1	2	14	14	1	0	9	4	0	48
i) Stanine 9	0	0	0	0	1	1	5	2	0	0	2	0	3	14
j) No response	5	2	2	1	40	14	35	20	41	16	37	17	7	237
16. Please indicate source of information for item 15.														
a) Pupil's record	23	4	13	0	285	165	290	148	152	49	237	89	53	1508
b) Professional estimate	18	6	7	3	54	35	110	54	72	16	68	27	26	496
c) No response	5	2	2	1	44	16	35	22	39	15	37	17	7	242
17. Please indicate student's behavior since he was last suspended.														
a) Improved greatly	3	1	2	0	22	21	49	30	20	9	29	15	6	207
b) Improved	17	9	11	3	156	93	162	89	102	37	154	65	30	928
c) No change	19	0	7	0	138	65	145	72	99	22	123	42	40	772
d) Worsened	3	0	0	0	17	14	22	6	12	3	20	3	3	103
e) Worsened greatly	1	0	0	0	4	2	14	0	2	0	1	1	0	25
f) No response	3	2	2	1	46	21	43	27	28	9	15	7	7	211

Appendix C

Questionnaire Cover Letter

Metropolitan Public Schools

2601 BRANSFORD AVENUE

NASHVILLE-DAVIDSON COUNTY, TENN.

MEMORANDUM

May 17, 1972

TO: Principals, Teachers, and Counselors

FROM: Dr. Elbert D. Brooks
William H. Patterson
G. H. Waters
William K. Wright

SUBJECT: Study of Student Suspensions

As one views this school year it must be concluded that some of the more pressing problems have been centered around those students who for a variety of reasons have been suspended from school.

In order to get a clearer picture of students suspended from school the present study is requested. The study was designed with input from some of you, selected members of the Curriculum Advisory Council, the Task Force on Discipline, the Department of Pupil Personnel Services, and the Department of Research and Evaluation. Implementation of the study has been assigned to the Department of Research and Evaluation. (Any questions you may have should be directed to either Ed Binkley or Wayne Zellner - 747-5274.)

The following points may help clarify what is needed to conduct the study:

1. The completion of one questionnaire form is requested for each student who has been suspended this school year. Please return blank duplicate copies to Group Testing.

2. If a student has dropped out of school, please complete the form indicating the drop out and other information relative to the student's performance at the time of the drop out.

3. If a student has transferred since the last time he was suspended it may be necessary for you to confer with the appropriate school in order to complete the form.

4. Please return completed forms to Group Testing by June 2, 1972.

Thank you for your continued cooperation!

ED 083287

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TM 003 280

Appendix D

Student Suspension Questionnaire

CONFIDENTIAL

STUDENT SUSPENSION QUESTIONNAIRE

Directions to Principals and/or Others Designated by Principals:

I. Please use computer forms supplied with this questionnaire.
II. Use a regular #2 pencil for marking forms.
III. Please return completed forms to GROUP TESTING.
IV. Please address any questions to the Department of Research and Evaluation (747-5274)

Note: You will be given the results of this study when completed.

---

1. Is this student still in your school? (mark one)
   a Yes
   b No, dropped out of school
   c No, transferred out of system
   d No, transferred to another school in Metro
   e No, excluded from school

2. What was the major cause for student's latest suspension? (mark one)
   a Attendance related - cutting class, truant, tardy, etc.
   b Behavior related - refusing to obey or take punishment, disrespectful, distrubance in class, profane or indecent language
   c Smoking
   d Disorderly conduct - fighting, threatening, destructive to property, cruelty, abusive to others
   e Stealing and/or extortion
   f Drug related - possession, use, or selling drugs (includes beer and alcohol)
   g Possession, use, or threatening use of weapon or weapon-like object
   h Other

3. Where did the infraction occur that led to the latest suspension? (mark one)
   a Auditorium
   b Bus
   c Cafeteria
   d Car
   e Classroom
   f Extra-curricular event
   g Gym
   h Hall
   i Office
   j Library
   k Rest room
   l School grounds
   m Study hall
   n Other

4. Were legal measures involved in this incident?
   a Yes
   b Being considered
   c No

5. Please indicate the frequency with which this student exhibits school disciplinary problems? (mark one)
   a Every day
   b At least three days a week
   c Once or twice a week
   d At Least every few weeks
   e At least every few months
   f Very rarely

6. Has student repeated a grade or subjects in school? Please indicate which grade(s).
   a First grade
   b Second or Third
   c Fourth, Fifth, or Sixth
   d Seventh or Eighth
   e Ninth, Tenth, Eleventh, or Twelfth

7. Is student presently passing all his subjects? (mark one)
   a Passing all
   b Passing most
   c Passing half
   d Passing few
   e Passing none

8. To what extent is the student meaningfully involved in school extra-curricular activities (including after-school intramural sports)?
   a Much
   b Some
   c Little
   d None

9. Has student ever been transferred to another school as a means to improve his school adjustment?
   a Yes
   b No

10. If answer to #9 was Yes, was the transfer effective?
    a Very effective
    b Somewhat effective
    c Not effective

11. Please give student's level of Reading achievement. Indicate stanine level from records or best professional estimate.

9 8 7	Above Average	6 5 4	Average	3 2 1	Below Average

12. Please indicate source of information for item 11.
    a Pupil's record
    b Professional estimate

13. Please give student's level of Math achievement. Indicate stanine level from records or best professional estimate.

9 8 7	Above Average	6 5 4	Average	3 2 1	Below Average

14. Please indicate source of information for item 13.
    a Pupil's record
    b Professional estimate

15. Please give student's level of Academic Aptitude (IQ). Indicate stanine level from records or best professional estimate.

9 8 7	Above Average	6 5 4	Average	3 2 1	Below Average

16. Please indicate source of information for item 15.
    a Pupil's record
    b Professional estimate

17. Please indicate student's behavior since he was last suspended.
    a Improved greatly
    b Improved
    c No change
    d Worsened
    e Worsened greatly

Please write any comments you wish on the back side of the student's computer form or a separate sheet of paper. Thank you.